



LIBRARY OF CONGRESS MAGAZINE
SEPTEMBER/OCTOBER 2013

INSIDE

The Power of Primary Sources
Building Educational Equality

PLUS

- ▶ Wagner and Verdi in Their Own Hands
- ▶ Keeping Love of History Alive
- ▶ Social Media Milestones



BACK TO CLASS ... BACK TO BOOKS

Back to SCHOOL



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LIBRARY OF CONGRESS MAGAZINE

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Vol. 2 No. 5: September/October 2013

MISSION OF THE LIBRARY OF CONGRESS

The mission of the Library is to support the Congress in fulfilling its constitutional duties and to further the progress of knowledge and creativity for the benefit of the American people.

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Sculpted by Philip Martiny, this figure on the grand staircase in the Library's Thomas Jefferson Building depicts a student with a book in his hand and a mortarboard on his head. *Carol Highsmith, Prints and Photographs Division*

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ON THE COVER: Based on a poster created for the Illinois WPA Art Project, between 1936 and 1940, this image shows a student eager to learn. *Works Progress Administration Poster Collection, Prints and Photographs Division*

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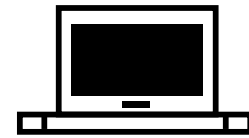
Flickr: flickr.com/photo/library_of_congress
Library of Congress blogs: blogs.loc.gov
LCM online: loc.gov/lcm

FRIENDS & FOLLOWERS

TWENTY YEARS AFTER THE LAUNCH OF LOC.GOV, THE LIBRARY CONTINUES TO GAIN FOLLOWERS ON ITS WEB AND SOCIAL MEDIA SITES.

The Library of Congress was an early adopter of social media among government institutions. In 2007, for example, the Library launched one of the first federal blogs. Today, the Library promotes its work to a global audience through a growing number of social media channels. The foray into social media that began six years ago with the lone Library of Congress Blog now encompasses 10 blogs, seven public Twitter accounts, four Facebook pages, a YouTube channel, an iTunes U channel, a Flickr account, RSS feeds and an email subscription service.

—Mark Hartsell



87 million visits and 545 million page views on the Library's website last year

68.8 million views of the 18,692 images on the Library's Flickr page since January 2008



123,900 subscribers to one or more of the Library's 55 feeds (RSS and email)



5.1 million views of the 1,445 videos on the Library's YouTube channel since April 2009



102,400 "likes" of the Library of Congress Facebook Page since July 2009



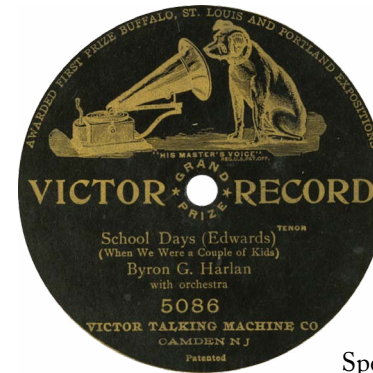
504,200 Twitter followers of @librarycongress account since January 2009

[MORE INFORMATION](#)

Connect with the Library's social media sites loc.gov/homepage/connect.html

SCHOOL DAYS

THE LIBRARY'S COLLECTIONS ARE RICH WITH RESOURCES IN MANY FORMATS THAT CHRONICLE THE HISTORY OF EDUCATION IN AMERICA.



*School days, school days
Dear Old Golden Rule days
Readin' and 'ritin' and 'rithmethic
Taught to the tune of a hick'ry stick*

Written more than a century ago by Gus Edwards and Will Cobb, "School Days" (When We Were a Couple of Kids) waxes nostalgic about learning "the three R's."

Speaking of wax, "School Days" has been recorded many times over the years, including a popular version by Byron G. Harlan, which was most likely recorded on a wax cylinder around 1907. It is one of more than 10,000 out-of-print recordings produced by the Victor Talking Machine Co. in the first decades of the 20th century that has been digitized and is accessible on the Library's National Jukebox.

Along with sheet music and recordings, the Library holds films, photographs, posters and other items depicting the history of education in America.

One of the earliest short motion pictures ever made—by Thomas Edison in 1898—features Native American children going in and out of the Isleta Indian School in New Mexico.

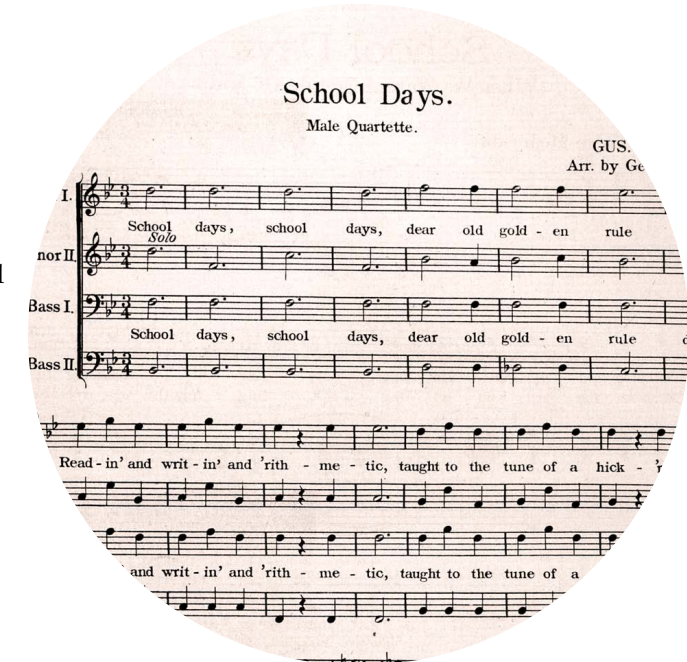


The Library holds the largest collection of posters produced as part of the Works Progress Administration's (WPA) Federal Arts Project. Produced from 1936 to 1943, more than 2,000 posters were designed to publicize exhibits, community activities, theatrical productions, health and educational programs in 17 states and the District of Columbia. Many of the 907 posters in the Library's collection promote reading and education.

Images of schools and students abound in the Library's photographic collections. During World War II, photographers such as Ansel Adams captured images of Asian American children attending school while they were interned with their families in the nation's War Relocation Centers.

And those interested in following debates on education policy—past and present—can do so on the public legislative information site, Congress.gov.

—Audrey Fischer



Clockwise from top left:

The popular 1907 recording of "School Days" is accessible on the Library's National Jukebox.

Sheet music for "School Days" by Gus Edwards and Will Cobb is housed in the Library's Music Division. *Gus Edwards Music Publishing Co., Music Division.*

This reading promotion poster was created by V. Donaghue for the Illinois WPA Art Project, 1940. *Work Projects Administration Poster Collection, Prints and Photographs Division*

[MORE INFORMATION](#)

Prints and Photographs Online Catalog loc.gov/pictures

WPA Poster Collection loc.gov/pictures/collection/wpaposters

National Jukebox loc.gov/jukebox

VIVIAN AWUMEY

THE MICHIGAN NATIVE MANAGES THE TEACHING WITH PRIMARY SOURCES EDUCATIONAL CONSORTIUM FOR THE LIBRARY'S EDUCATIONAL OUTREACH OFFICE.

What is the Teaching with Primary Sources Program?

In 2005, Congress authorized the Library of Congress to create a partnership program that would support the Library's continuing efforts to teach educators how to incorporate the institution's rich trove of primary-source materials into K-12 curricula. In response, the Library created the Teaching with Primary Sources program, or TPS, to enlist partners in creating materials and professional development for teachers. These resources are available on-site at the Library, in communities across the country through our institutional partners and online through the Teachers Page.

This is a propitious time for the Library's K-12 programs. Forty-five states and the District of Columbia have recently adopted the Common Core State Standards. These standards rely heavily on original texts to help students develop the skills they will need for future employment and higher education. This has spurred even greater interest in, and appreciation for, the primary sources, teaching materials and professional development that the Library of Congress makes available to educators.

How would you describe your work at the Library?

My job is to manage the TPS Educational Consortium, comprising 28 universities, school districts and educational foundations, which help design and disseminate the TPS program. I also manage the TPS regional program, which offers small grants to educational institutions and organizations that wish to incorporate TPS methods and materials into their professional development and education programs for teachers. We have 175 regional partners.

I contribute to creating a cohesive national program by ensuring that our partners have the support, information and resources to deliver workshops and courses that adhere to the guidelines of the TPS curriculum. I work closely with the Library's Grants Management Office to monitor consortium members' stewardship of the funds appropriated by Congress for their grants. I also create opportunities for collaboration, information-sharing and strategy development among partners and, in turn, with my



Shealah Craighead

colleagues in the Educational Outreach Office. We hold two consortium meetings a year and publish the TPS Journal online.

What do consortium members contribute to the TPS program?

Consortium members add to the diversity and reach of the TPS program. For example, the Collaborative for Educational Services in Massachusetts is helping us understand how primary sources can enhance education for students with disabilities. Another partner, the University of the Arts in Philadelphia, is creating TPS modules that show teachers how to use primary sources from the Library's collections to teach fine arts and also to infuse arts across the curriculum. Stanford University is teaching us much about guiding students to think like historians. Under the regional program, Illinois State University is helping us reach teachers working in 17 Midwest and Southern states, in addition to those from central Illinois. Metropolitan State University of Denver is helping us develop new tools to help teachers, partners and Library staff share ideas about using primary sources to engage students and help them build critical-thinking skills and content knowledge.

How did you prepare for your current position?

My background is in international development, specifically focused on Africa. I'm from Michigan, but I came of age in Kenya, where my parents were working. For about 27 years, I worked on organizational and human-resources capacity-building projects. Early in my career, I had the opportunity to teach fourth grade and music in Nairobi.

► MORE INFORMATION

www.loc.gov/teachers/tps

Last year, the Educational Outreach Office and its partners delivered TPS content to 27,140 teachers from 378 congressional districts.

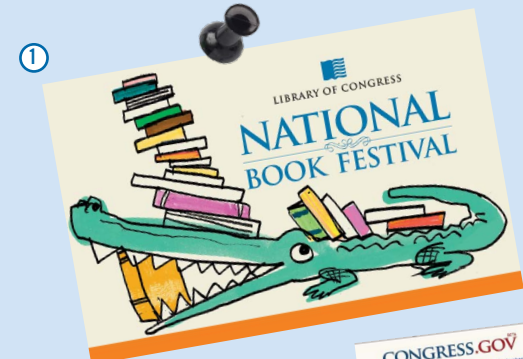
CLASS CLICKS

EDUCATORS SHARE THEIR FAVORITE LIBRARY OF CONGRESS RESOURCES THAT CAN BE USED IN THE CLASSROOM TO EXCITE STUDENTS ABOUT LEARNING.

1. The annual Library of Congress National Book Festival (loc.gov/bookfest) features more than 100 authors, poets and illustrators to inspire readers of all ages. The site includes a guide to the festival for kids and teachers, as well as webcasts of author presentations.

"I love learning about books and how authors develop them. It gives me inspiration for my job."

—Doris Waud, kindergarten teacher, Rush-Henrietta School District, Rochester, N.Y.



2. The Veterans History Project (loc.gov/vets) collects, preserves and makes accessible online the personal accounts of American war veterans for the education of current and future generations.

"I love the Veterans History Project because it provides a different approach to learning... [The students'] sense of history really develops as they become aware that the past is complicated and that history is made up of individuals' experiences."

—Mary Sullivan, Bigfork (Mont.) High School



3. The LOC Box Program (loc.gov/visits/tours/groups/locbox) is a self-serve bag of hands-on activities and take-home materials to help visitors in grades 4-6 explore the Library of Congress.

"The children have continued to talk about the program and their visit, and have shared their enthusiasm with their families, several of whom commented that this was the first field trip their child had ever talked about."

—Susan Stern, Elementary Grades Director, Washington Episcopal School, Bethesda, Md.



5. Congress.gov provides the public with free, fact-based legislative information and offers a transparent look at the work of the U.S. Congress.

"I cannot wait to use Congress.gov to prepare lesson plans and to direct my students to the site as we study the legislative process. For example, they can use the site to compare and contrast immigration legislation, past and present."

—Robin Carlson, a high school social-studies teacher from Farmington, Minn.

4. The World Digital Library (wdl.org) makes freely available, in multilingual format, primary sources from countries and cultures around the world.

"What a wonderful tool. The pupils really get excited and enthusiastic about the possibilities that [this site] brings about. What a treasure!"

—A teacher of English as a second language in the United Kingdom





Rep. Gregg Harper (R-Miss.)

JOINT COMMITTEE ON THE LIBRARY

The Joint Committee on the Library—the oldest continuing joint committee of the U.S. Congress—was created on April 24, 1800, when President John Adams signed the bill establishing the federal government in Washington and creating the Library of Congress. The committee has oversight for the administration of the Library of Congress as well as the U.S. Botanic Garden and the congressional art collection. The bicameral committee is made up of five members from each chamber. The chairmanship and vice-chairmanship alternate between the House and Senate with every new seating of Congress.

Rep. Gregg Harper (R-Miss.) was elected chair of the Joint Committee on the Library on May 7, 2013. Upon his appointment he said, “The Library of Congress is an essential resource for Congress to complete research while performing its constitutional duties. This cultural institution also benefits all citizens by preserving our country’s rich heritage and promoting American ingenuity.”

A CONGRESSIONAL LEGACY: THE PETER FORCE LIBRARY

PURCHASED THROUGH AN ACT OF CONGRESS IN 1867, THE PETER FORCE LIBRARY BECAME THE FOUNDATION OF THE LIBRARY’S AMERICANA COLLECTIONS.

As the nation sought to reconstruct the Union after the Civil War, so, too, did the Library of Congress seek to build a collection that documented fully America’s history. At the time, the nearly 100,000 volumes in the Library of Congress fell short of the task.

“It is not creditable to our national spirit to have to admit the fact ... that the largest and most complete collection of books relating to America in the world is now gathered on the shelves of the British Museum,” wrote Librarian of Congress Ainsworth Rand Spofford in his “Special Report” to Congress’ Joint Committee on the Library, dated Jan. 25, 1867. Spofford appealed to the committee to approve the purchase of the private library of Peter Force. The report ends with an appeal “to the judgment and liberality of this committee and of Congress to secure the chance of adding to this National Library the largest and best collection of the sources of American history yet brought together in this country.”

The response was quick and unanimous. A recommendation to appropriate the sum of \$100,000 would be made to the full Congress. President Andrew Johnson’s signature, five weeks later, made it law.

Born in New Jersey, Peter Force (1790–1868) was the son of a Revolutionary War soldier. A lieutenant in the War of 1812, Force settled in the nation’s capital where he worked as a printer, newspaper editor and politician—serving as mayor of Washington, D.C., from 1836–1840.

But at his core, Force was a collector and editor of historical documents. His life’s work was the compilation of a “Documentary History of the American Revolution,” better known as the nine-volume “American Archives.” The



▲ 1865 portrait of Peter Force | Mathew Brady, Prints and Photographs Division

► In this letter, dated Jan. 26, 1867, Librarian of Congress Ainsworth Rand Spofford informs Peter Force that the Joint Committee on the Library has recommended the purchase of his private library. *Library of Congress Archives, Manuscript Division*

manuscript materials acquired by Force to compile the work were part of his personal library. Spofford observed, “The value to the Library of Congress, which is wholly destitute of manuscripts as unpublished materials for history, would be very great.”

All told, Force’s private library comprises more than 60,000 items relating to the discovery, settlement and history of America. With the acquisition of the collection, the nation’s library, in one stroke, established its first major collections of 18th-century American newspapers, incunabula (pre-16th-century publications), American imprints, manuscripts and rare maps and atlases. The 420 manuscript items in the collection include several autograph journals of George Washington. The 245 bound volumes of pre-1800 American newspapers cover the Stamp Act controversy, the Revolutionary War and the establishment of the U.S. Constitution.

With the acquisition of Force’s library, the Library of Congress also acquired a perfect copy of Eliot’s Indian Bible (1663), the first complete Bible printed in America. Several years ago, a member of Congress requested this item for his swearing-in ceremony. This congressional request and many others underscore Thomas Jefferson’s belief that “there is no subject to which a Member of Congress may not have occasion to refer,” which was one of the justifications for the congressional purchase of Jefferson’s eclectic personal library in 1815.



Washington Jan^y 26 1867

Col Peter Force,

My dear Sir;

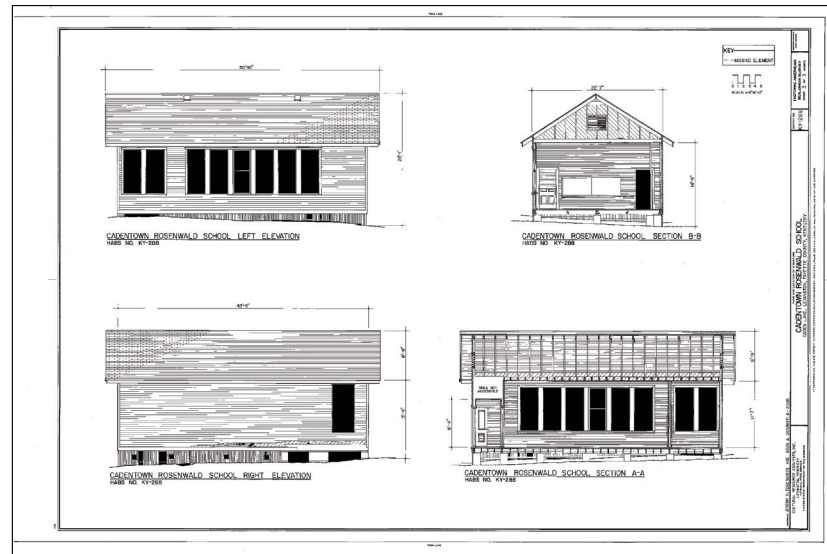
I have the pleasure to inform you that the Joint Committee on the Library have this morning agreed to recommend to Congress the purchase of your Library, at \$100,000 and have instructed me to print my report. The vote was unanimous.

With high regard
Your obt^sob
AR Spofford
Librarian

IF YOU BUILD IT, THEY WILL LEARN

BY DANIEL DE SIMONE

A CENTURY AGO, WHEN THE NATION'S SCHOOLS WERE RACIALLY SEPARATE, TWO MEN WORKED TOGETHER TO MAKE THEM EQUAL.



Architectural plans for the Cadetown Rosenwald School, Lexington, Ky. | *Historic American Buildings Survey/Historic American Engineering Record/Historic American Landscapes Survey, Prints and Photographs Division*



From Top:
Booker T. Washington, circa 1905-1915 | *Harris & Ewing Collection, Prints and Photographs Division*

Julius Rosenwald, 1917 | *Harris & Ewing Collection, Prints and Photographs Division*

The year 1912 was a pivotal one for African American educator Booker T. Washington (1856-1915) and Chicago businessman Julius Rosenwald (1862-1932). The two men were acquainted, with Washington as the founder and principal of Tuskegee Normal and Industrial Institute for the training of black teachers (now Tuskegee University) and Rosenwald serving as a member of the school's Board of Trustees.

That year, Washington had the idea to build schools for African American children throughout the rural South. "Separate but equal" was the law of the land, but black children were learning in underfunded and dilapidated buildings across the South. Why not replicate the success of Tuskegee by providing the necessary academic skills in clean, well-lit modern structures for students on the K-12 level? For funding, he turned first to Tuskegee's benefactors.

Rosenwald, the president of Sears, Roebuck and Co., was approaching his 50th birthday and had decided to celebrate by donating funds to various causes. He shared Washington's concern about the lack of educational resources for black children in the South. He had already launched a program to offer matching grants for the construction of African American YMCAs and was interested in Washington's plans to do the same for schools.

In a letter to Washington dated July 15, 1912, Rosenwald offered to help.

"If you had \$25,000 to distribute among institutions which were offshoots of Tuskegee or doing similar works to Tuskegee, how would you divide it?"

Washington replied five days later in a long and heartfelt letter.



Cadetown Rosenwald School, Lexington, Ky., 2004 | *Dean A. Doerrfeld, Historic American Buildings Survey/ Historic American Engineering Record/Historic American Landscapes Survey, Prints and Photographs Division*

"I shall be very glad to send you recommendations and opinions regarding the use of \$25,000 in helping institutions. ... Such a sum of money will prove a Godsend to those institutions and can be made to accomplish much more good just now than any one realizes. I think I am not stating it too strongly when I say that a wise expenditure of such a sum of money will enable these schools to do fifty or one hundred percent better work than they are now doing."

Rosenwald requested from Washington a list of schools that "in your judgment should participate, naming the amount for each and the purpose for which the money is to be used ... and as soon as any school you name has raised an equal amount, I will pay to it such an amount as you have designated."

Both men shared a belief in the importance of self-reliance. So it is not surprising that the plan called for monies from the Rosenwald Fund to be matched by the African American community. The call was met and exceeded.

Washington pushed the concept further by suggesting that "the people themselves build the [school] houses..." The design for the Rosenwald Schools was simple – a two-room schoolhouse with plenty of windows to aid in lighting and ventilation. Their modern

construction stood as a symbol of black aspiration and potential.

After Washington's death in 1915, Margaret Murray Washington continued to work with Rosenwald in her late husband's stead. At the program's conclusion in 1932, it had produced 4,977 new schools, 217 teachers' homes, and 163 shop buildings. It is estimated that the schools served more than 663,000 students in 883 counties in 15 states.

Following the 1954 Supreme Court decision declaring racial segregation unconstitutional, the Rosenwald Schools became obsolete. Many of the structures were repurposed to serve other community functions while others were abandoned. In 2002, the National Trust for Historic Preservation named the Rosenwald Schools to its list of America's Most Endangered Historic Places, and declared the building program as "one of the most important partnerships to advance African American education in the early 20th century."

MORE INFORMATION

The Booker T. Washington Papers and the Rosenwald Archive
Manuscript Division

Daniel De Simone is curator of the Lessing J. Rosenwald Collection in the Library's Rare Book and Special Collections Division.

A LEGACY OF GIVING

Lessing J. Rosenwald (1891-1979) was a young man, working as a shipping clerk at Sears, Roebuck and Company, when his father—the company's president—began his collaboration with Booker T. Washington to build schools for black children in the rural South. The lesson of "giving back" was not lost on Lessing, who succeeded his father in business and in philanthropy.

An avid collector, Lessing donated his vast collection of rare books and master prints to the Library of Congress and the National Gallery of Art, making Washington, D.C., a center for the study of graphic arts. Acquired over a period of 40 years, the Rosenwald Collection was given to the Library in 1943, with the final installment coming after the collector's death in 1979. The collection consists of 2,653 titles documenting the history of book illustration and bookbinding over six centuries. The 15th-century Giant Bible of Mainz—one of the collection's many treasures—is on permanent display at the Library of Congress.

BACK TO SCHOOL

The Library of Congress in the Classroom

Teachers and students are discovering new ways of learning with resources from the Library of Congress.

BY STEPHEN WESSON

Students in the Bronx pore over first-hand accounts of riots in New York City in 1863 and map them to neighborhoods that they know today.

In Oregon, fifth-graders sprawl across a massive world map from 1507, searching for clues about what life would be like for an explorer.

A Nevada middle-schooler finds original paperwork from the construction of the Erie Canal—including a letter from Abraham Lincoln—weaves it into the story of labor and management in the industrial revolution, and wins a national history prize.

These students from different states, in different grades, studying different subjects, have one thing in common: They're all making discoveries using resources from the Library of Congress.

Over the past two decades, technology has allowed the Library to make many of its collections accessible in classrooms around the world, helping teachers and students to explore a wide variety of subjects. The Library's robust educational outreach program helps educators maximize this opportunity. At the heart of that program is the unparalleled collection of objects and documents that anyone can explore, save and use for free on the Library's website, loc.gov.



Fourth-grade students enjoy looking for clues in historic maps. *Educational Outreach Division*



Kindergarten students from Manalapan, N.J., interact with primary sources. *Earnestine Sweeting*

BRINGING THE LIBRARY INTO THE CLASSROOM

The Library's outreach to K-12 educators has its roots in the late 1980s, when Librarian of Congress James H. Billington recognized that digital technology could be used to make the contents of the nation's library more accessible to Congress, the American people and the world. In the 1990s, the Library began digitizing items from its collections and sending them to schools on disc. With the rise of the Internet, the treasures of the Library, and its expertise, could be available to an even wider audience. The possibilities for teachers and students were—and are—tremendous.

However, these technologies bring new challenges as well. Students need the skills that will allow them to navigate a crowded information marketplace, and the skills to prepare them to be effective 21st-century citizens. Meanwhile, teachers need materials and strategies to engage students and provide them with opportunities to learn and practice problem-solving, research and collaboration skills.



Participants in the Library's Summer Teacher Institutes learn strategies for teaching with the Library's primary sources. *Meg Steele*

In the current educational climate, primary sources are more important than ever. The Common Core State Standards (CCSS) require teachers to use primary sources in their classrooms, supporting students as they learn to cite evidence and synthesize ideas, thoughtfully considering each piece of information's point of origin. The Next Generation Science Standards (NGSS), a guide for the teaching of science, technology, engineering and mathematics (STEM), also stress the value of primary-source analysis and research skills.

"The Library is playing a unique and vital role in supporting the K-12 community during this period of transformation," said Lee Ann Potter, the Library's director of Educational Outreach. "As the world's largest cultural repository, the Library provides free access to millions of online primary-source items."

THE POWER OF PRIMARY SOURCES

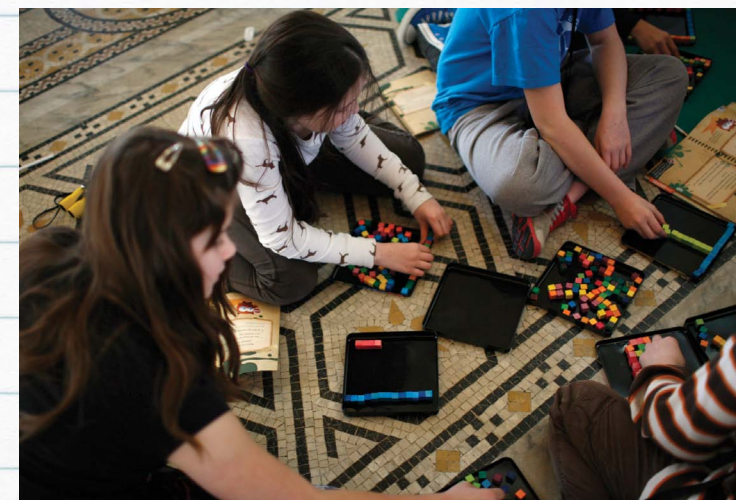
The power that these items bring to learning is that they are historical artifacts that were created during the time period under study. Primary sources are the raw materials of history and culture. "As such, they capture students' attention," said Potter. "They give students a powerful sense of history and of the complexity of the past in a way that textbooks and other secondary sources don't. Analyzing primary sources prompts students to ask questions; guides them toward higher-order thinking, better critical-thinking and analysis skills; and encourages additional research."

No matter the subject or era, there's something for everyone. From Thomas Edison's late 19th-century films to 20th-century soda commercials, from poet Walt Whitman's notebooks to the journals of scientist Carl Sagan, from Revolutionary War letters from Valley Forge to the stories of Iraq War veterans, the collections span the universe of knowledge, and offer a dazzling record of human creativity.

AN ONLINE HOME FOR TEACHERS

The Library's support for educators isn't limited to providing access to its collections.

"We are providing the nation's K-12 educators with a treasure trove of free tools, professional development and subject-area expertise that allows them to bring the world's history and culture to life in their classrooms," said Potter.



COMMON CORE STATE STANDARDS

Forty-five states and the District of Columbia have adopted the Common Core State Standards (CCSS). The CCSS are intended to provide a consistent, clear understanding of what students are expected to learn, particularly in the areas of language arts and literacy. The standards are designed to help educators prepare young people for success in college and careers and to position American students to compete in the global economy.

Left:
Maps capture students' imaginations.
Educational Outreach Division

Primary sources are valuable teaching tools at all grade levels. *Ernestine Sweeting*

Upper-elementary students create their own mosaic works of art, with inspiration from the Thomas Jefferson Building. *Abby Brack Lewis*

All this can be found at the Library's online home for educators—loc.gov/teachers. The Teachers Page provides classroom-ready primary sources, along with tools and training that make it easier to integrate sources effectively into curricula. The site also allows K-12 educators to interact and share ideas and to learn from Library staff members via webinars.

The site offers more than 100 carefully prepared, teacher-tested lesson plans and teaching activities built around the Library's online collections. The collections are all searchable by Common Core State Standards, state content standards and the standards of national organizations.

To keep up with everything the Library is doing for teachers, more than 25,000 subscribers receive the Teaching with the Library of Congress blog (blogs.loc.gov/teachers). The blog brings ready-to-use teaching ideas and news to its audience via email and RSS feeds.



From top: Students from Georgetown Day School in Washington, D.C., use the LOC Box to explore different features of the Library's architecture. *Abby Brack Lewis*

Teachers participate at an on-site workshop at the Library of Congress. *Educational Outreach Division*

Educators looking to build their skills can choose from an array of online, self-directed training modules or customizable professional-development activities on the Teachers Page.

When in doubt, teachers and students can pose their questions through the Library's online "Ask a Librarian" service.

"Looking ahead, we are energized by the possibilities that mobile devices offer cultural institutions like the Library of Congress, which seek to serve broad and diverse audiences, regardless of where they are located," said Potter.

ON-SITE OPPORTUNITIES

Each year, educators from across the country are selected to participate in one of several week-long Teaching with Primary Sources Summer Teacher Institutes held at the Library of Congress in Washington, D.C. (Apply at the Library's "Resources for Teachers" website.) To provide educators across the country with similar instruction, the Library's Teaching with Primary Sources (TPS) Educational Consortium offers professional development workshops in various locations. (See story on page 4.)

Teachers and elementary-school students who plan to visit the Library in person should not miss the Young Readers Center. They also will find that many of the Library's exhibitions offer special guides for children to interact with the exhibitions. Student groups in grades four to six can participate in the LOC Box program to "unlock" the secrets of the historic Thomas Jefferson Building and learn about the Library of Congress and its resources. The program allows students to participate in hands-on activities designed for use by a team of students led by a teacher or adult chaperone.

Anyone age 16 or older can get a Reader Identification Card to do research at the Library of Congress. The reader card allows the public to access the more than 155 million items in the Library's collections.

Stephen Wesson is an educational resource specialist in the Educational Outreach Division of the Office of Strategic Initiatives.

MORE INFORMATION

Resources for Teachers
loc.gov/teachers

PROMOTING SCIENCE LITERACY

To support students and teachers as they navigate the knowledge necessary to excel in the sciences in the future, the Library of Congress will launch an initiative on Nov. 12, 2013, to promote science literacy.

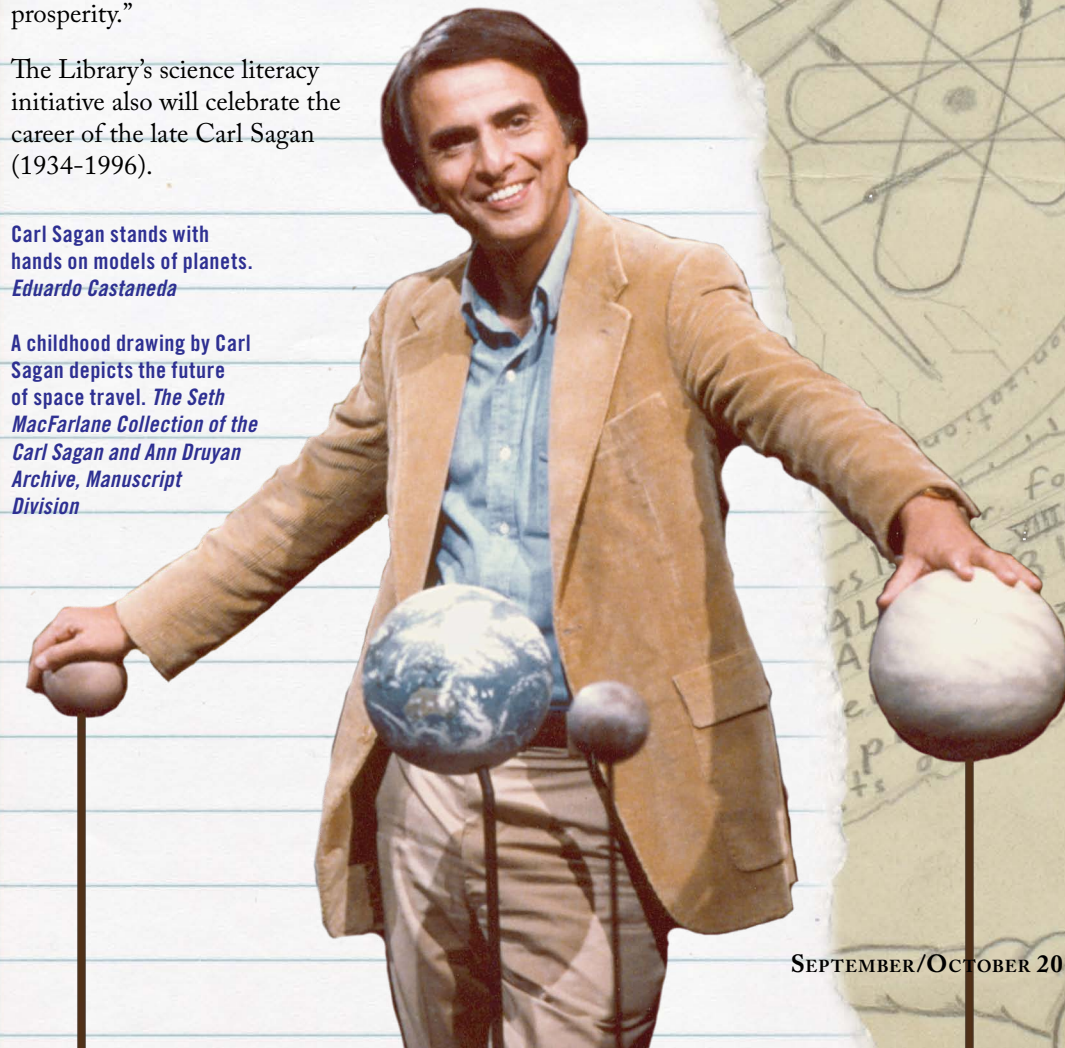
The goal of the initiative is to build awareness of the importance of science knowledge and the key roles it plays in our culture. The Library will work with selected public libraries and other institutions around the country to sponsor programs that will let children, their parents and educators explore science-related topics and see the ways knowledge of science relates to their communities.

"To be an engaged and effective citizen in the 21st century, one should possess a certain level of knowledge about science," said Librarian of Congress James H. Billington. "Science literacy is essential to making well-informed decisions about a host of subjects that affect everyday life, and it is a necessity for economic prosperity."

The Library's science literacy initiative also will celebrate the career of the late Carl Sagan (1934-1996).

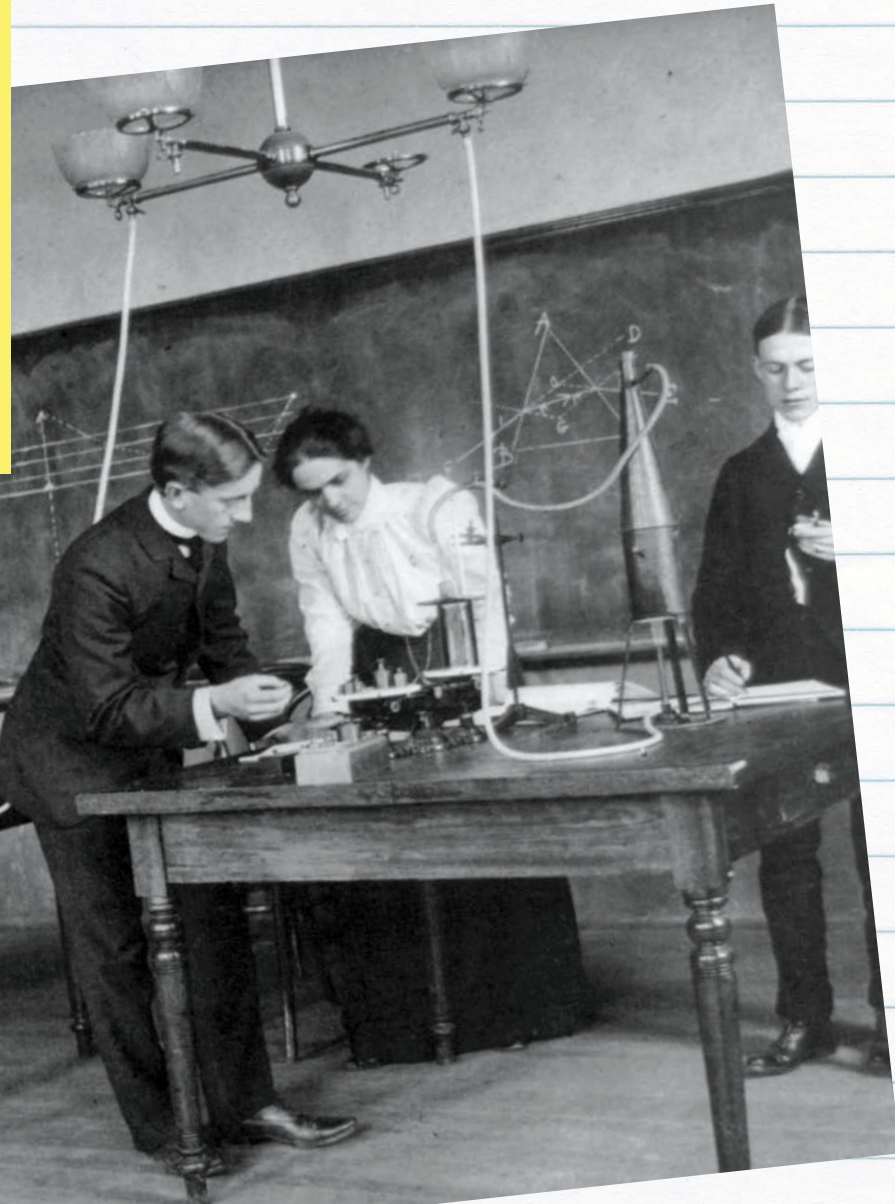
Carl Sagan stands with hands on models of planets. Eduardo Castaneda

A childhood drawing by Carl Sagan depicts the future of space travel. The Seth MacFarlane Collection of the Carl Sagan and Ann Druyan Archive, Manuscript Division



NEXT GENERATION SCIENCE STANDARDS

The Next Generation Science Standards (NGSS) outline the key scientific concepts that all students should learn by the time they graduate from high school in the areas of science, technology, engineering and mathematics (STEM). Developed collaboratively by experts in 26 states, the standards are based on the 2012 National Research Council report, "Framework for K-12 Science Education." Adoption of the standards will soon begin on a state-by-state basis.



Students conduct experiments in a science class at Western High School in Washington, D.C., circa 1899. Frances Benjamin Johnston, Prints and Photographs Division

An astronomer and astrobiologist, Sagan was renowned as a consummate communicator who bridged the gap between academe and popular culture through his popular television series, "Cosmos" and his best-selling book of the same title.

Nov. 12 marks the opening of Sagan's voluminous papers to researchers. This collection came to the Library's Manuscript Division in 2012 through the generosity of writer, producer and director Seth MacFarlane,

and is officially designated The Seth MacFarlane Collection of the Carl Sagan and Ann Druyan Archive. Druyan is an author and producer who collaborated with her late husband on the "Cosmos" series and the film adaptation of his science fiction work, "Contact."

The Library soon will release a new, illustrated online presentation to showcase selected items from the Carl Sagan and Ann Druyan Archive, along with items from its other science-related collections.

FIND IT ONLINE

TEACHERS AND STUDENTS CAN USE THE LIBRARY'S ONLINE COLLECTIONS IN LIMITLESS WAYS. THE FOLLOWING ARE JUST A FEW EXAMPLES.

FIRST STOP FOR TEACHERS

The Teachers Page

- loc.gov/teachers
- blogs.loc.gov/teachers

The Teachers Page offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in the classroom. Educators can exchange ideas on the Teaching with the Library of Congress blog.

U.S. HISTORY

America's Library

- americaslibrary.gov

The America's Library web feature makes American history fun for kids by presenting stories and activities with photos, films, letters or other objects from the Library's collections.

Veterans History Project

- loc.gov/vets

This collection of oral histories from American war veterans puts a human face on those who fought in conflicts dating back to World War I.

Other American History Collections

- loc.gov/topics/americanhistory.php

Selected online historical collections are arranged by time period and subject.

WORLD HISTORY

World Digital Library

- wdl.org

Explore historical artifacts and documents from around the globe in multiple languages.

INTERNATIONAL COLLECTIONS

- loc.gov/rr/coll-international.html

The Library provides access to its foreign-language materials through its Asian, European, Hispanic and African and Middle Eastern Reading Rooms.

CIVICS AND GOVERNMENT

- Congress.gov

Congress.gov, the official online source for U.S. legislative information, lets users search legislation by subject area, congressional sponsor or date. The site also provides short video tutorials on how a bill becomes a law.

SCIENCE

- loc.gov/rr/scitech
- loc.gov/rr/scitech/mysteries

Science Reference Services is the gateway to online resources on subjects from aerodynamics to zoology—and everything in between. The Everyday Mysteries web feature can be used in the classroom to help educators excite students about scientific research and inquiry.

LITERATURE

Poetry and Literature

- loc.gov/poetry

The Library's Poetry and Literature Center brings great poetry into classrooms worldwide through Poetry 180, an online project that e-mails one contemporary poem each school day for an entire school to explore together.

LITERACY PROMOTION

- Read.gov

This site encourages children to explore new worlds: Read!

NATIONAL BOOK FESTIVAL

- loc.gov/bookfest

The Library's National Book Festival page features webcasts of lectures by many of the hundreds of authors who have appeared at the annual festival since 2001. The page also offers a guide to the festival for kids and teachers.



LIBRARY OF CONGRESS

MUSIC AND CULTURE

- ▶ The National Jukebox

loc.gov/jukebox

Listen to more than 10,000 historical recordings (1901-1925) free of charge from the Library of Congress.

LYRICAL LEGACY

- ▶ loc.gov/teachers/lyrical

American songs and poems, with related primary sources from the Library of Congress, can be used in the classroom.

FOLKLIFE

- ▶ loc.gov/folklife/states

Students can explore the history of local customs and oral traditions in their states through the Library's Archive of Folk Culture.

PRINTS AND PHOTOGRAPHS

- ▶ loc.gov/pictures
- ▶ flickr.com/photos/library_of_congress

Images range from present-day documentation of America to historic photos from the Civil War and the Great Depression, to cartoons and baseball cards.

NEWSPAPERS

- ▶ chroniclingamerica.loc.gov

This unparalleled collection of digitized newspapers from 1836-1922, by state and date, provides a rich window into daily life and major historic events as they were reported at the time.

MAPS

- ▶ loc.gov/maps

More than 12,000 digitized maps, dating to the 14th century, can be used to explore topics in world history and geography.

MANUSCRIPTS

- ▶ loc.gov/rr/mss/ammem.html

From the papers of 23 U.S. presidents—from George Washington to Calvin Coolidge—to the NAACP Records, the Library holds more than 68 million manuscripts documenting the accomplishments of individuals and organizations.

MOTION PICTURES

- ▶ loc.gov/rr/mopic/ndlmps.html

Several hundred early motion pictures reveal life at the turn of the 20th century.

RARE BOOKS

- ▶ loc.gov/rr/rarebook/digitalcoll.html

Rare books and special collections dating to the 15th century document a range of subjects, including the history of printing.

TOURS

- ▶ loc.gov/visit/tours/families.html
- ▶ loc.gov/visit/tours/groups/locbox

Prepare to visit the Library of Congress or take a virtual tour.

REFERENCE

- ▶ loc.gov/rr/askalib

When in doubt, ask a librarian!

LEE ANN POTTER, THE LIBRARY'S DIRECTOR OF EDUCATIONAL OUTREACH, DISCUSSES HER PATH TO SHARING THE REWARDS OF TEACHING WITH PRIMARY SOURCES.

It is an exciting time to be developing and directing programs for teaching with primary sources. Educators can now bring authentic learning materials to the classroom in ways we could only dream of a few decades ago.

As a student teacher at Casey Junior High School in Boulder, Colo., in 1989, I taught a unit about World War I to a class of eighth-graders. I was disappointed by the minimal information contained in the students' textbooks. So, with the encouragement of my cooperating teacher, I searched the school's library for additional resources. I was thrilled when I found a hefty, bound compilation volume that featured a transcription of President Woodrow Wilson's speech of Jan. 8, 1918, in which he described his Fourteen Points (which would serve as the basis for peace in November 1918). I made photocopies of the speech and designed classroom activities to engage my students with the elements of Wilson's proposed program for world peace.

At that time, it never occurred to me that the original draft of Wilson's speech might still exist, or that it would be 13 pages long—in shorthand—or that one day the pages would be "scanned," and made available "digitally," "online" via the "Internet," for free. And, to think that I would have access to them anytime, day or night, on any number of devices—including my phone—was truly unimaginable.

But today, what was once unimaginable is real. Such a draft does still exist. It is part of the Woodrow Wilson Papers at the Library of Congress, and it is available online along with millions of other items from the Library's vast collections.

By sharing the photocopied transcription of Wilson's speech with my students, I sought to connect them with what Wilson had actually said. I wanted to provide them with context, so that they would come to understand that The Fourteen Points mentioned in their textbook were actually outlined in a speech that the president had delivered to Congress in the midst of the conflict.

I was teaching with primary sources—sort of.

Wilson's speech helped my students better understand the context surrounding the events included in their textbooks. Today, however, the digital images of the shorthand draft would help students learn lessons well beyond those of historical context. The images would introduce powerful lessons related to human connections over time, and they would inspire wonder.

If I were back in the classroom today, sharing the scanned pages written in the president's own shorthand, I would expect complaints about the illegibility of the text. I would encourage my students to see connections between shorthand and the texting language that they have become expert with, and I would smile when they realized that even presidents make rough drafts. Perhaps I would share information with them about the availability of Wilson's papers in the Library of Congress. But, chances are, I would encourage them to conduct research and find the information and the collection on their own—because they can.

The pioneering efforts of the Library of Congress to digitize primary sources and make them available online dramatically increased access to materials—and certainly encouraged other cultural institutions to do so, as well. But, more importantly, such accessibility dramatically changed what is possible in terms of student learning and engagement. Teachers do not need to have all the answers; but they do need to encourage the inquisitiveness of students and be capable of directing student research in primary sources. This is exactly what my team members in the Educational Outreach Office—and our many colleagues throughout the Library—do with passion!



Lee Ann Potter

Abby Brack Lewis



HAPPY 200TH BIRTHDAY, WAGNER AND VERDI

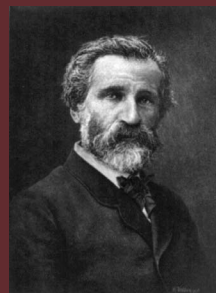
Born five months apart in 1813, Richard Wagner and Giuseppe Verdi are regarded as the most influential opera composers of the 19th century.

The German-born Wagner, right, wrote many operas based on Germanic mythology. A Wagner festival is held every summer in Bavaria, Germany, at the Bayreuth Festspielhaus—an opera house with design and construction supervised by the composer himself.

Those attending the first festival in August 1876 heard the debut of Wagner's cycle of four operas called "Der Ring des Nibelungen" ("The Ring of the Nibelung"). Based on a 12th-century German epic poem, the mythological story is about a dwarf (nibelung) who makes a ring from gold he has stolen. When the ring is taken from him by the chief god, the dwarf puts a curse on it that brings death to all who possess it. Pictured at right is a manuscript showing themes, including the "Ride of the Valkyries."



Prints and Photographs Division



Prints and Photographs Division

Born in Northern Italy, Verdi, left, is known for his romantic operas such as "Aida," "Il Trovatore," "Rigoletto" and "La Traviata," which are still performed today. Pictured at far right is a manuscript of an aria from "Attila," a lesser known work by Verdi, composed in the early part of his career. First performed in Venice in March 1846, "Attila" is an opera

in three acts based on the 1809 play, "König der Hunnen" ("King of the Huns") by German poet and dramatist Zacharias Werner.

These pieces by Wagner and Verdi are included in "A Night at the Opera," a new exhibition highlighting the Library's vast opera holdings. The 50-item display features manuscript and printed scores, librettos, photographs, correspondence and set designs, dating from the late 18th century through the middle of the 20th century.

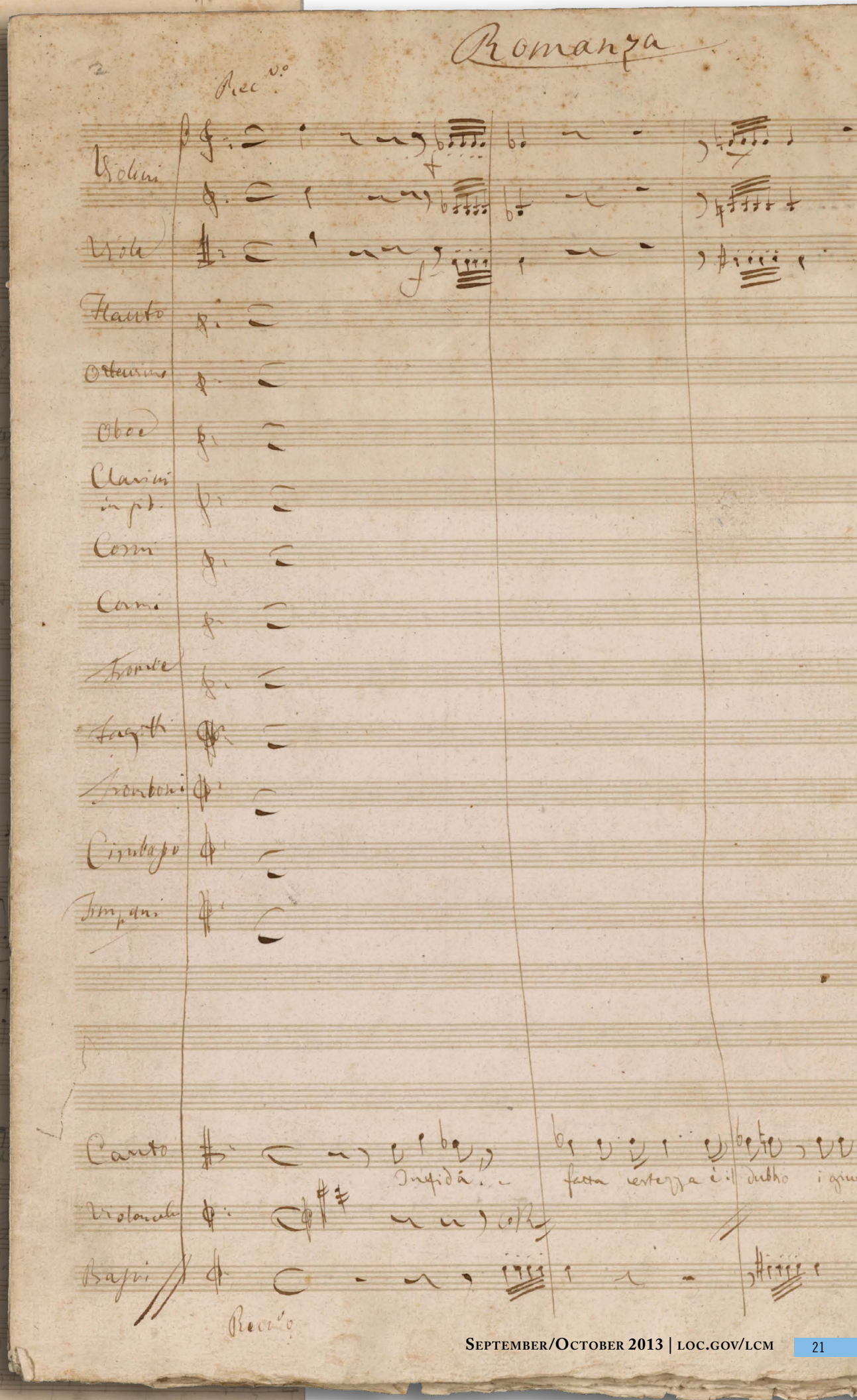
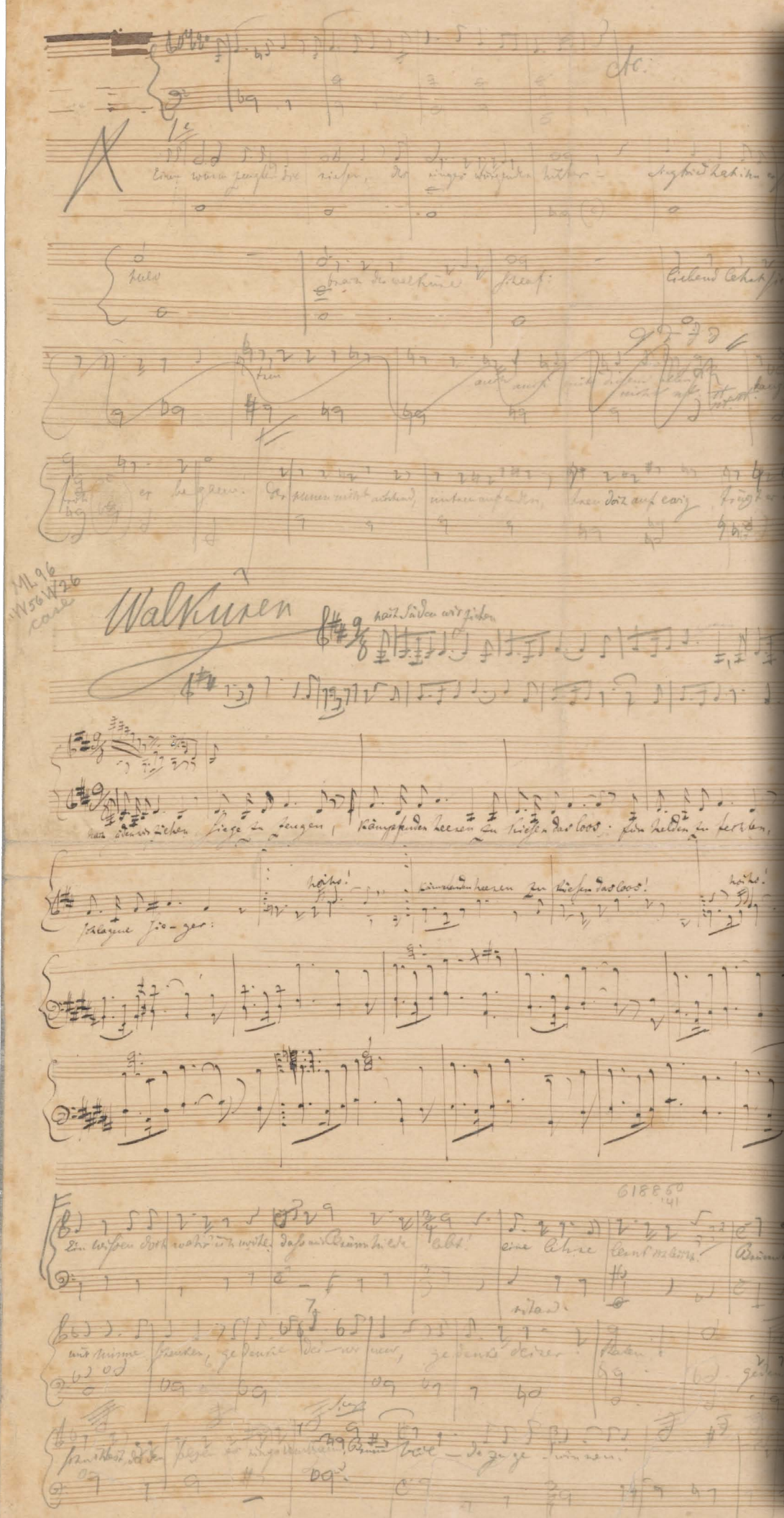
—Audrey Fischer

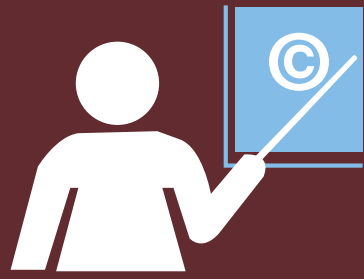
► **MORE INFORMATION**

"A Night at the Opera"

On display at the Library James Madison Building 8:30 a.m.–4:30 p.m., Monday – Saturday, through Jan. 25, 2014 loc.gov/exhibits

(Left) Moldenhauer Archives, Music Division (Right) Gertrude Clarke Whittall Foundation Collection, Music Division



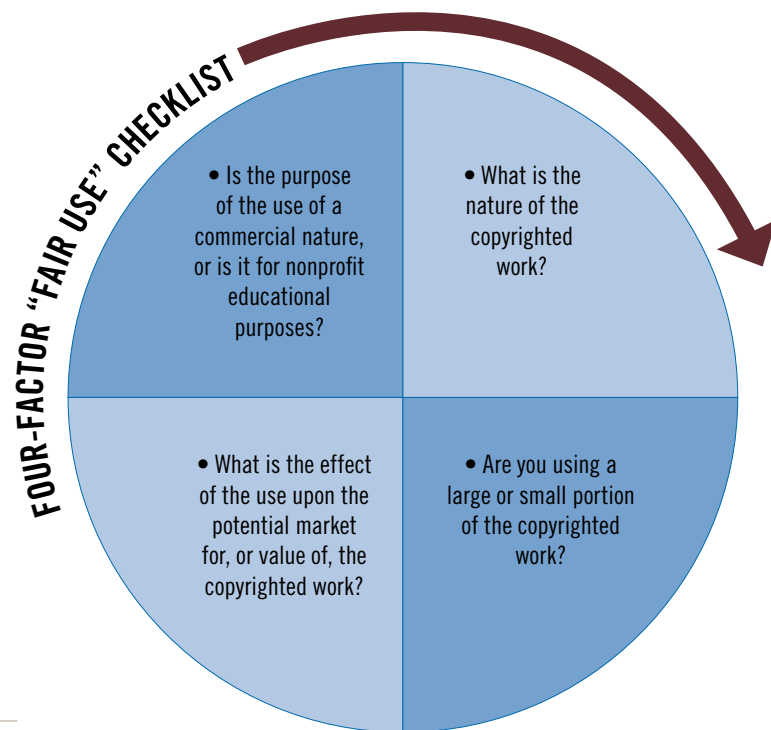


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Even in an educational setting, it is not fair use to copy for a commercial motive or to copy instead of subscribing to or purchasing the material. No factor by itself will determine whether a particular use is “fair.” Educators should weigh the following four factors together to determine if “fair use” applies to their situation.



Students explore the Waldseemüller map of the world (1507). *Opal School of the Portland Children’s Museum*

► MORE INFORMATION

For more copyright information for teachers, visit the following websites:

- loc.gov/teachers/professionaldevelopment/selfdirected/copyright.html
- loc.gov/teachers/copyrightmystery
- loc.gov/teachers/usingprimarysources/copyright.html



Shealah Craighead

NATIONAL HISPANIC HERITAGE MONTH

On Aug. 7, 1988, President Ronald Reagan signed Public Law 100-402, which established a 30-day observance of National Hispanic Heritage Month, to be observed Sept. 15 – Oct. 15. The Library of Congress and other government organizations created a web presentation to pay tribute to the generations of Hispanic Americans who have positively influenced and enriched our nation and society.

► MORE INFORMATION:

Visit the **Hispanic Reading Room**

loc.gov/rr/hispanic

Hispanic Heritage Month site

hispanicheritagemonth.gov

THE HISPANIC READING ROOM IN THE THOMAS JEFFERSON BUILDING opened in 1939 to serve as the primary access point for research relating to the Caribbean, Latin America, and Iberia; the indigenous cultures of those areas; and peoples throughout the world historically influenced by Luso-Hispanic heritage (such as Latinos in the U.S. and people of Portuguese or Spanish heritage in Africa, Asia, and Oceania). In addition

to a 4,000-volume reference collection, the reading room houses the Archive of Hispanic Literature on Tape, a unique audio collection of authors reading passages from their own literature.

The Hispanic Reading Room boasts four murals by Brazilian painter Cândido Portinari and one by Buell Mullen depicting the coat of arms of Christopher Columbus.



1. Music Division curator Ray White does a show-and-tell for the 2013 Junior Fellows Summer Interns on June 2.

2. 2013 Summer Teaching Institute, “Connecting with Primary Sources” at the Library on June 10.

3. Jill Biden and her granddaughter Natalie read Biden’s book, “Don’t Forget, God Bless our Troops,” on June 13 in the Coolidge Auditorium.

4. The Washington Nationals’ “racing presidents”—Bill, Teddy, Abe, and Tom and George neck-and-neck—visit the Library of Congress on July 9.

5. Librarian of Congress James H. Billington, second from left, meets with director-general Zhou Heping, right, of the National Library of China on July 8 to discuss the exchange of materials between the two institutions.

All Photos | Shealah Craighead

POET LAUREATE TO SERVE SECOND TERM

Librarian of Congress James H. Billington has appointed Natasha Trethewey to serve a second term as U.S. Poet Laureate Consultant in Poetry, 2013-2014. Trethewey’s first term was noteworthy for her “Office Hours,” during which she met with the general public in the Library’s Poetry Room. For her second year, Trethewey will move beyond the capital to seek out the many ways poetry lives in communities across the country and addresses issues and concerns of Americans. She will also spearhead a regular feature on the PBS NewsHour Poetry Series.

Trethewey, who also serves as the Poet Laureate of Mississippi, is the author of four poetry collections, including her newest, “Thrall” (2012). Her other collections are “Native Guard” (2006), winner of the 2007 Pulitzer Prize in Poetry; “Bellocq’s Ophelia” (2002); and “Domestic Work” (2000). She is also the author of the nonfiction book “Beyond Katrina: A Meditation on the Mississippi Gulf Coast” (2010).

► MORE: loc.gov/today/pr/2013/13-114.html

LIBRARY ACQUIRES LILLI VINCENZ PAPERS AND ARCHIVES

Psychotherapist and pioneer gay-rights leader Lilli Vincenz has donated to the Library of Congress her collection of papers, photographs, 16-mm films and memorabilia, collected over a period of 50 years in the gay and lesbian civil rights movement. The collection of some 10,000 items documents her personal biography and the larger gay-rights movement. Included are diaries, photographs, family papers, correspondence, academic and research files, printed matter and organizational records.

Of special note are two iconic 16-mm films made by Vincenz of several early gay-rights events. These are “The Second Largest Minority,” which documents the “Reminder Day Picket” at Independence Hall, in Philadelphia, July 4, 1968; and “Gay and Proud,” footage of the Christopher Street Liberation Day Parade held in New York City, June 28, 1970, to commemorate the first anniversary of the Stonewall Riots, a catalyst for the gay civil rights movement.

► MORE: loc.gov/today/pr/2013/13-005.html

LIBRARY LAUNCHES LEGISLATIVE DATA CHALLENGE

The Library of Congress, at the request of the U.S. House of Representatives, is using the Challenge.gov platform to advance the exchange of legislative information worldwide. The challenge, “Markup of U.S. Legislation in Akoma Ntoso,” invites competitors to apply the Akoma Ntoso schema to U.S.-based legislative information so it can be more broadly accessed and analyzed alongside legislative documents created elsewhere.

Akoma Ntoso (akomantoso.org) is a framework used in many other countries around the world to annotate and format electronic versions of parliamentary, legislative and judiciary documents. The challenge, which closes Oct. 31, 2013, is open to participants 18 years of age or older. For the official rules and more detailed information about the challenge or to enter a submission, visit akoma-ntoso-markup.challenge.gov.

► MORE: loc.gov/today/pr/2013/13-122.html

CATALOGING PUBLICATIONS NOW ONLINE, FREE

The Library of Congress has begun to offer its subject headings, classification schedules and other cataloging publications online. Previously printed and sold through the Library’s Cataloging Distribution Service (CDS), these online-only titles are now available as free, downloadable PDF titles through the Library’s Acquisitions and Bibliographic Access Directorate website (loc.gov/aba/). Retrospective titles will be phased in over time as PDF files.

Print editions of already-published titles, including the recently released 35th edition of the six-volume “Library of Congress Subject Headings,” will be available from CDS until inventory is depleted. The Cataloger’s Desktop and Classification Web services—the most up-to-date sources for subject headings, classification data and other cataloging documentation—will continue as products from CDS.

► MORE: loc.gov/today/pr/2013/13-121.html

FROM UNIQUE SCHOOL SUPPLIES TO LITERARY AFFIRMATIONS, the Library of Congress Shop will put you in the mood to go back to school.



Smart Kids T-shirt

Product # 21303021x
Price: \$16

Encourage your child to read early with this literary affirmation on 100 percent pre-shrunk cotton. Children's sizes S, M, L, XL, in red or blue.



Owl E-Reader Cover

Product # 21503105
Price: Kindle (\$14.95); iPad (\$19.95)

Owls are known for wisdom. Keep your e-reader or iPad safe and secure with an owl-themed cover that opens like a book and is shock absorbent. Front cover folds back for easier reading.



Literary Quote Pencil Set

Product # 21503134
Price: \$9.95

Thomas Jefferson's statement, "I cannot live without books," is one of five literary quotes etched on pencils (set of 10). Each is stamped with the Library's logo.



Little Miss Muffet Poster

Product # 21604004
Price: \$20 (8x10), \$30 (11x14) \$40 (16x20)

Created by artist Greg Arlington, this silk-screen print is one of some 900 posters created during the 1930s under the Federal Arts Project known as the Works Progress Administration.



The Map That Named America

Product # 21604012
Price: 8 x 10 (\$20), 11 x 14 (\$30), 16 x 20 (\$40)

This facsimile copy of Martin Waldseemüller's 1507 map of the world is ideal for use in the classroom.

MORE INFORMATION

Order online: loc.gov/shop
Order by phone: 888.682.3557
Order by fax: 202.707.1771

HISTORY'S HEIRS

THE ELIZABETH RIDGWAY EDUCATION FUND IN THE LIBRARY OF CONGRESS IS KEEPING THE LOVE OF HISTORY ALIVE.

WHEN DANIELLE JOHNSON, AN 8TH-GRADE STUDENT at Faiss Middle School in Las Vegas, Nev., accepted a special award from the Library of Congress at National History Day on June 13, 2013, she was standing on the shoulders of a former Library of Congress staff member.

The Library's new "Discovery and Exploration in History" prize, which Johnson received for her project on the Erie Canal, was made possible by the Elizabeth Ridgway Education Fund, established in memory of the Library's late director of Educational Outreach. Ridgway (pictured, left), who served in that position for seven years, died in 2011 of injuries stemming from a fall suffered while horseback riding. She was 41.



"Elizabeth reached so many students, teachers and others throughout her life," said Paul Ridgway, her brother. "Her family, friends and colleagues are proud to know that, through the Library's establishment of this prize in her memory, her love of history and of the Library of Congress will be passed on to another generation of students."

Johnson's project title—"The Erie Canal: 'A Little Short of Madness'"—refers to a quote attributed to Thomas Jefferson about the proposed plan for the canal. The judges selected Johnson's project because it showed "great use of historical evidence to show [the Erie Canal's] impact on business and labor." Johnson, whose grandparents live near Erie, Pa., was awarded \$1,000 for her project on a topic related to American or international discovery or exploration.

Johnson's first primary sources came from the Library of Congress: a letter from Abraham Lincoln and a document from the New York Legislature.

"At first, I couldn't read [the Lincoln letter] because of the handwriting so I went on to find



Danielle Johnson poses with her award-winning project on the Erie Canal. Jill Johnson

another source from the Library written by the New York Legislature in 1863," said Johnson. "[The New York Legislature document] was asking the president to choose an engineer to enlarge the locks on the Erie Canal for the safety of the people. I realized Abraham Lincoln was the president at the time, so I zoomed in on Lincoln's letter, and, sure enough, it was about the engineer he chose to complete the job. I also used a picture from the Library of Congress of DeWitt Clinton, the governor of New York who was in charge of the canal and began the work on it in 1817."

—Kathleen McGuigan is an educational resource specialist in the Educational Outreach Office.

MORE INFORMATION

Library of Congress Development Office
loc.gov/philanthropy

NATIONAL HISTORY DAY

National History Day is a national, year-long academic program focused on historical research for students in grades 6 to 12. Each year, more than half a million students choose historical topics related to a theme and conduct extensive primary and secondary research to prepare original papers, websites, exhibits, performances and documentaries for entry into local, state and national History Day competitions. The program culminates in the national contest, held each June at the University of Maryland.

WALTER DEAN MYERS, THE NATIONAL AMBASSADOR FOR YOUNG PEOPLE'S LITERATURE, BELIEVES IN THE POWER OF READING TO TRANSFORM LIVES.

At a breakfast in Austin, Texas, some years ago, I was watching a group of librarians chatting over coffee and sweets when a man approached me and asked how I thought we could get more children reading. Assuming he was a librarian, I went into my usual spiel about getting young parents to read to toddlers. He replied, "Well, that's all good, but do you think it's actually going to happen?"

I did think that it could happen. I believed it then and I believe now as I finish my stint as National Ambassador for Young People's Literature.

During the past decade I have spent a lot of time visiting juvenile detention centers around the country. I have continued to visit these facilities during my tenure as National Ambassador. The correlation between reading and success for these kids is clear and well-documented. I've spent years trying to figure out just how these young people went wrong and how we, as concerned and caring adults, could have intervened. I then asked myself how I escaped the traps they face.

Raised in a foster home by a barely literate mother and a functionally illiterate father, I was not a great candidate for National Ambassador of anything. When my mother worked, it was either in New York's garment center or cleaning other people's homes. However, when she wasn't working, she would read to me. What she read were romance magazines and an occasional comic book. I didn't understand what was going on in the magazines or much of what was going on in the comics, but I enjoyed the closeness of sitting on Mama's lap and the sound of her voice in our small Harlem kitchen. I remember watching her finger move along the lines of type as she read and began to understand the connection between how the words looked on paper and how they sounded.

Later, I would be disappointed in my mother as alcoholism claimed much of her life and all of our closeness. After my uncle was murdered, my father plummeted into a depression that further added misery to the already angst-ridden family. I dropped out of high school, but I was already a reader. Even when I was fighting in gangs, I would spend my non-combat moments alone with the new friends I had found—Balzac, Shakespeare, Thomas Mann.

Over the last two years I've seen an American literacy problem that is growing. This year the high school graduation rate in New York decreased. Also decreasing is the number of young people achieving the high level of reading competency required for today's workplace.

We are, as a nation, interested in solving the problem. The man I assumed was a librarian in Austin turned out to be Texas Gov. Rick Perry. He wanted a simple and direct solution to the problem, and I wanted to help.

I still do, and I will continue trying to spread the word about the importance of reading. I am working with the Center for the Book in the Library of Congress and the nonprofit literacy organization Every Child a Reader to establish a neighborhood reading center in New York.

The nation has to avoid the easy path of giving up on children because their parents and communities can be difficult to involve. I believe Americans are too good, and too generous a people, to let that happen.

Author Walter Dean Myers, five-time winner of the Coretta Scott King Award and two Newbery Honors, is the 2012-2013 National Ambassador for Young People's Literature.

▶ MORE INFORMATION

Read.gov

Abby Brack Lewis



A visitor gets lost in a book in the Library's Young Readers Center.
Abby Brack Lewis



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exhibitions AT THE LIBRARY

A Day Like No Other

Aug. 28, 2013–
Feb. 28, 2014

A Night at the Opera

Aug. 15, 2013–
Jan. 26, 2014

The Civil War in America

Nov. 12, 2012–
Jan. 4, 2014

▶ MORE INFORMATION:
www.loc.gov/exhibits